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ABSTRACT

The purposes of a project were to update both the Oregon vocational research and exemplary project review system and the handbook, Promising Practices in Oregon Career and Vocational Education. A management team guided project staff in revising the data collection methodology and selection process. Interim accomplishments included review of literature, collection of project documents, review of project documentation, and review of the model. Sixty-six promising practices appearing in the 1979 edition of the handbook were reviewed. Thirty-three were updated, rewritten, and included in the 1981 handbook; the other 33 were deleted. Of 21 new projects or innovations examined, eight were included in the new handbook without reservation and five with reservation. Practices included in the handbook addressed career awareness, exploration, preparation, and specialization. Fifteen of them sought to reduce sex bias and sex role stereotyping. Public schools were the leading developers of practices. It was concluded that practices may have been designated as promising if credible evaluation had been conducted, if means were available for communicating them to others, and if better documentation were available. (Appendixes include the revised review process, revised innovation review sheet, and innovation selection criteria.) (YLB)

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FINAL TECHNICAL REPORT

UPDATE OF OREGON VOCATIONAL PROJECT REVIEW SYSTEM

(Promising Practices)

GRANT NUMBER 50-004-298

PROJECT DIRECTORS

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VOCATIONAL-TECHNICAL EDUCATION DIVISION
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June 30, 1981

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ABSTRACT

TITLE: Update of the Oregon Vocational Project Review System (Promising Practices)

PROJECT DIRECTOR: Larry J. Kenneke, Assistant Dean
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Phone: (503) 754-4661

PROJECT DURATION: July 1, 1980 through June 30, 1981

COSTS: $22,165

NUMBER OF STUDENTS AFFECTED: NA NUMBER OF STAFF INVOLVED: 35

OBJECTIVES:

The purposes of this effort are (1) to update the Oregon Vocational Project Review System, (2) to update the Promising Practices Handbook, and (3) to describe characteristics of projects which produced innovations. Major project components follow:

Component 1: Assessment and Modification of the Review Model
Component 2: Identify and Review Innovations
Component 3: Update the Handbook
Component 4: Disseminate the Findings

PROCEDURES:

A management team was formed to lend direction to the project effort. The project staff, under guidance of the management team, revised the data collection methodology and selection process. Interim accomplishments leading to this point included review of literature, collection of project documents, review of project documentation, and review of the model. By February, 1981, the Handbook was reviewed, innovations no longer deemed Promising Practices deleted, and new innovations added to the list of Promising Practices. The management team reviewed the Handbook prior to its final printing.

EXPECTED CONTRIBUTION OR POTENTIAL IMPACT ON VOCATIONAL EDUCATION;

More local education agencies will become aware of the innovations developed through research and exemplary and basic grant supported efforts. Therefore, the probability of widespread adoption of these innovations is greatly increased.

PRODUCT(S) TO BE DELIVERED:

Two outputs were produced by this effort: (1) a technical report and (2) an updated Promising Practices Handbook. The technical report contains background information on the career and vocational Promising Practices effort in Oregon and procedures used to upgrade the review methodology developed in 1976.

A. BACKGROUND

Statement of the Problem

A large number of vocational and career education products and processes developed in Oregon have been of benefit to originating institutions and agencies. The Oregon Department of Education (ODE) recognized the need for identifying and disseminating these innnovations to potential adopters. In response to this need the Department of Education supported a comprehensive effort to develop and implement a delivery system for innovations.

Review Model and the Handbook. Under the auspices and guidance of the ODE, Oregon State University's Vocational-Technical Education Division developed and tested a methodology for reviewing research and exemplary projects and disseminating information on those deemed promising practices. Vocational research and exemplary projects funded by the ODE during fiscal years 1970 through 1975 were then reviewed and promising practices that were developed during these projects were identified and information on them compiled into a handbook. The OSU Vocational-Technical Education Division first published the handbook in 1976 and then updated it in the spring of 1977 for projects conducted during fiscal year 1976 and in the fall of 1978 for projects conducted during fiscal year 1977.

Unsponsored Review Process. Additional efforts were made in 1978-79 to expand the review model to include innovations developed by community colleges without financial support from research and exemplary funds. The ODE provided support for Oregon State University's Vocational-Technical Education Division to modify the existing selection criteria and decision-making process for application to non-funded community college innovations. A review model emerged complete with selection criteria and a decision-making process for use in determining promising practices. However, cost-benefits pertaining to pursuing unsponsored projects should be a key consideration in the use of the model.

Disadvantaged/Handicapped Review Process. An effort to identify and review innovations in the area of the disadvantaged/handicapped was funded in 1978 and again in 1979 by the ODE. The project was housed in the Marion Educational Service District (ESD) in Salem. Innovations impacting disadvantaged or handicapped students enrolled in vocational education programs were reviewed. They were reviewed using an identification, review, and selection process similar to the one developed by Oregon State University in 1975 and were incorporated into the handbook.

Need for Revision of Model and Handbook. Local educational agencies are constantly changing their processes and programs. A number of innovations once deemed promising practices no longer are in use. New innovations have been developed and implemented since the last review. Therefore, the handbook needed updating so that practices no longer in use could be deleted and new innovations in vocational education identified, reviewed, and included in it.

The review and documentation procedures were designed for specific types of developmental efforts, i.e. vocational research and exemplary projects. The review methodology had to be modified to accommodate innovations resulting from basic grant and vocational special needs projects as well as curriculum projects supported under Subpart 3 of the Vocational Education Amendments of 1976. The data collection methodology and selection criteria needed to be refined (a) to identify innovations in which provisions have been made for serving the needs of disadvantaged and handicapped learners and (b) to insure that all developed materials are free of bias or discrimination based on sex, race, ethnic background, and religion. Refinements were also needed to facilitate data collection and decision-making.

Objectives. Therefore, the purposes of the project were to update the Oregon vocational research and exemplary project review system and to update the handbook, Promising Practices in Oregon Career and Vocational Education.

Specific outputs of this project were:

1. Technical report that contains the following information:
   1.1 Background on the career and vocational promising practices effort in Oregon.
   1.2 Procedures used to upgrade the review methodology developed in 1976. This includes specification of provisions for assuring that practices are free of stereotyping, sex and racial/ethnic bias, and for identifying practices which meet the special needs of learners who are disadvantaged or handicapped or who have limited English competence.
2. Camera-ready copy and 250 printed copies of the updated Handbook. The updated Handbook includes:
   2.1 Promising practices that are included in the current handbook and satisfy the upgraded selection criteria used by the Promising Practices Dissemination Project.
   2.2 Promising practices selected from twenty additional projects that were conducted since 1976.

The project consisted of five components. These components and associated process objectives were as follows:

Component 1: Assessment and Modification of the Review Model

Process Objective 1.1 Data collection methodology and selection process assessed in terms of new and emerging demands on the system.

Process Objective 1.2 The methodology and selection process modified to address new and emerging needs.

Component 2: Identify and Review Innovations.

Process Objective 2.1 All innovations appearing in the handbook (February, 1979) reviewed using input from the director of the previous Promising Practices Dissemination Project.

Process Objective 2.2 Twenty vocational research and exemplary/ basic grant projects (1976-79) identified and reviewed.

Component 3: Update the Handbook

Process Objective 3.1 Innovations in the handbook that do not meet criteria established by the Promising Practices Dissemination Project deleted.

Process Objective 3.2 Those vocational project innovations (1976-79) meeting established criteria added to the handbook.

Component 4: Disseminate Findings

Process Objective 4.1 Updated handbook printed.

Process Objective 4.2 Handbook distributed to interested parties in Oregon and elsewhere.

Process Objective 4.3 Findings presented to interested parties/ groups in Oregon and elsewhere.

Component 5: Project Administration

Process Objective 5.1 Planning, organizing, and coordination of project activities are effective.

Process Objective 5.2 Controlling and directing project activities are effective.

B. MAJOR ACCOMPLISHMENTS

Major project events and activities are illustrated in a PERT network shown in Appendix A. Major accomplishments are referred to as milestones. The first milestone (⟨1⟩) was met on December 30, 1980, when the data collection methodology and selection process was completely reviewed and revised (Appendix B). Interim accomplishments leading to this milestone included clearance of staff position openings by affirmative action, hiring of staff, formation of the advisory committee, review of literature, collection of project documents, review of project documentation, and review of the model.

The second milestone was met by February 28, 1981, when the handbook was reviewed. Innovations no longer deemed promising practices were deleted, and previously unidentified innovations were added to the roster of promising practices. Supportive activities conducted prior to this milestone included on-site visits to observe selected innovations.

The third milestone was not met by March 15, 1981. Rather all portions of the handbook were ready for duplication by May 15, 1981. The advisory committee reviewed the handbook draft prior to this date. The handbook and findings were distributed to interested parties in Oregon and elsewhere by June 30, 1981.

A management team was responsible for making major decisions on the direction of this project. The management team consisted of the project's co-directors and the ODE Coordinator for Applied Research.

The management team organized an advisory committee. This committee consisted of the following persons:

a. Dissemination specialist of the Oregon Department of Education;

b. One program specialist of the Career and Vocational Education Section of the Oregon Department of Education;

c. Director of the D/H Vocational Education Project at Marion ESD;

d. One regional coordinator of career and vocational education.

The Coordinator for Applied Research served as an ex-officio member of the advisory committee.

MAJOR PROBLEMS

Several problems confronted project staff as they attempted to fulfill their responsibilities. The first problem centered about lack of documentation on several projects. One project was not scheduled to terminate until March 31, 1981 and therefore had no final documentation until mid-April. Several project directors were late in submitting their documents to the ODE. In all but one case documentation was finally received. The project with no documentation was withdrawn from review by the project monitor. The late receipt of documents did result in a failure to meet intermediate milestones. However, the final product delivery timelines were not affected.

Another problem centered around insufficient documentation on unsponsored innovations. Project staff generally expended more time on collecting data for these types of innovations, in particular, evidence on effectiveness.

C. SUMMARY AND CONCLUSIONS

SUMMARY

Eighty-seven projects or innovations were reviewed during this project (Table 1). Sixty-six promising-practices appearing in the 1979 edition of the Promising Practices Handbook were reviewed. The project proposal contracted for a review of 20 additional innovations or projects that had been completed since 1979. One of the funded projects was withdrawn from review by the project monitor. Two additional non-funded innovations were identified by project personnel and subsequently examined. Therefore, 21 new projects or innovations were reviewed.

Table 1. Number of Innovations Reviewed by Level and Source

Career Level	1979 Handbook	1981 Project Review	Total
Awareness	17	5	22
Exploration	15	-	15
Preparation	25	12	37
Specialization	9	4	13
Total	66	21	87

The largest number (37) of potential practices reviewed was found at the career preparation level. Twenty-five 1979 handbook career preparation practices and 12 new preparation innovations were reviewed. There were no new career exploration projects reviewed. Fifteen handbook exploration projects were reviewed. Seventeen old and five new career awareness innovations were reviewed. There were nine old and four new innovations reviewed at the specialization level.

Table 2 shows the number of old and new practices in each handbook selection category. Of the 66 practices appearing in the 1979 handbook, 33 were

judged to meet a significant educational problem, to perform effectively, and to be transportable. These 33 practices were updated, rewritten and included in the 1981 handbook. The remaining 1979 handbook practices were deleted.

Table 2. Number of Old and New Practices in Each Handbook Selection Category

Selection Category	Number of Old Practices	Number of New Practices	Total
Included in Handbook	33	8	42
Included with Reservation	--	5	4
Not Included	33	8	41
Total	66	21	87

Of the 21 new projects or innovations examined, 13 were designated promising practices. Eight practices were included without reservation and five with reservation. Eight practices were judged insufficiently documented or lacking in evidence and were not included in the handbook. The 1981 handbook contained 46 practices, whereas the 1979 edition included 66.

Practices included in the handbook address the career awareness, exploration, preparation, and specialization levels. A practice was assigned to that career development level for which it had first application. For example, a practice that addressed both career awareness and exploration was assigned to the "awareness" level. The number of old and new practices included in the 1981 handbook by career development level is shown in Table 3. The greatest number of practices (21) was identified at the career preparation level. The numbers of practices at the specialization, exploration, and awareness levels were 10, 8, and 7 respectively.

The number of practices developed specifically to resolve the needs of disadvantaged and handicapped students is shown in Table 4. Twenty-one practices addressed this issue in the 1981 edition while 19 practices were so directed in the 1979 handbook. The preparation level contained the largest number of such

Table 3. Number of Old and New Practices Included in the Handbook by Career Development Level

Career Development Level	Number of Practices in New Handbook		
	Old	New	Total
Career Awareness	4	3	7
Career Exploration	8	-	8
Career Preparation	13	8	21
Career Specialization	8	2	10
Total	33	13	46

practices (15 in 1979 and 11 in 1981). Five practices were added to the specialization level, one to the exploration level, and none to the awareness level.

Table 4. Number of Practices Aimed Directly at Meeting Special Needs of Disadvantaged and Handicapped Students by Career Development Level

Career Level	Number of Practices in Handbook		
	1979 Edition	1981 Edition	Difference
Awareness	--	--	--
Exploration	2	3	+ 1*
Preparation	15	11	- 4
Specialization	2	7	+ 5
Total	19	21	+ 2

*One innovation in the earlier edition incorporated provisions for handicapped learners at another career development level.

Fifteen innovations deemed promising practices reportedly sought to reduce sex bias and sex role stereotyping (Table 5). Four practices attempted to reduce these concerns at the career awareness level. This was an increase of three practices over the 1979 handbook at the awareness level. The number of such practices (3) at the exploration level remained the same for 1979 and

1981 handbooks. Both the preparation and specialization levels received two additional practices during the 1981 review. The total number of practices increased by seven. A total of fifteen practices sought to reduce sex bias and sex role stereotyping.

Table 5. Number of Practices Reportedly Aimed at Reducing Sex Bias and Sex Role Stereotyping by Career Development Level

Career Level	Number of Practices in Handbook		
	1979 Edition	1981 Edition	Difference
Awareness	1	4	+ 3
Exploration	3	3	-
Preparation	3	5	+ 2
Specialization	1	3	+ 2
Total	8	15	+ 7

Public schools were the leading developers of practices (Table 6). They accounted for 26 of the 46 practices included in the 1981 handbook. Community colleges, education service districts, and universities accounted for 9, 8, and 3 practices respectively.

Table 6. Number of Practices in the 1981 Handbook by Contracting Agency

Contracting Agency	Number of Practices
Public School	26
Community College	9
University	3
ESD	8
Total	46

Table 7 shows the number and percentage of practices included and excluded

from the handbook by career development level. Forty-six of 87 practices reviewed were included ir the handbook. This represents a 52.8 percent inclusion rate. The inclusion rate, up to and including 1979, was 54.2 percent. Compared to 1979, the 1981 inclusion rate represents a 1.4 percent decline.

Table 7. Number and Percentage of Practices Included in the Handbook by Career Development Level

	Inclusion in Handbook				
	Yes		No		Total
Level	No.	%	No.	%	No.
Awareness	7	31.8	15	68.2	22
Exploration	[illegible]	53.3	7	46.7	15
Preparation	[illegible]	56.8	16	43.2	37
Specialization	[illegible]	76.9	3	23.1	13
Total	46	52.8	41	47.2	87

Fiscal Characteristics

Because documentation was not available on all 87 projects, fiscal characteristics are described for only 21 contracted projects. Twelve practices produced with support from outside sources were included in the handbook (Table 8). Six innovations produced with such support were not included in the handbook. One practice derived from unsponsored activity was included. Two unsponsored innovations were not deemed promising practices.

Table 8. Number of New Practices Included in the Handbook by Funding Source

	Funding	
Selection Category	Sponsored	Unsponsored
Practice Included in Handbook	12	1
Practice Not Included in Handbook	6	2
Total	18	3

Table 9 shows the number of new practices at each funding level by source and whether or not the practices were included in the handbook. The average expenditure for practices included in the handbook was higher than for those not included ($15,521 vs. $12,302). The amount of local contributions, however, could have increased the total costs for the practices.

Table 9. Number of New Practices at Each Funding Level by Funding Source and by Whether or Not the Practices Were Included in the Handbook

	Funding Source			
	Sponsored		Unsponsored	
Funding Level (in $)	Yes	No	Yes	No
0-4,999	2		1	2
5,000-9,999	2	2		
10,000-14,999	2	3		
15,000-19,999	2	1		
20,000-24,999				
25,000-29,999	3			
30,000+	1			
Total	12	6	1	2
Mean	$15,521	$12,302		

Evaluation and Documentation of Practices

Nearly all projects implicitly or explicitly intended to affect student behaviors; but few could provide evidence that students ultimately benefited from the practices that were developed. Of the 46 practices included in the handbook, few had quantitative evaluative data on student achievement.

All practices included in the handbook are communicable. Most of these were adequately documented in addition to having individuals willing and able to discuss the practices with interested persons.

A majority of the staff members interviewed indicated that administrative

and staff commitment was a key condition to the success or failure of a developmental effort. They further indicated that continuity of key project staff is essential to success.

CONCLUSIONS

The following conclusions are based on the findings previously described and on the reflections by project staff members as a result of their experiences during the conduct of this project:

1. More practices may have been designated as "promising" if credible evaluations had been conducted, specifically emphasizing benefits to students.
2. The overall quality of project documentation has improved since 1976.
3. More practices may have been designated as "promising" if means were available for communicating them to others. Inadequate documentation and unavailability of material were primary deterrents to the communication of practices.
4. The level at which practices were funded did not appear to influence optimum results. This is contrary to previous findings where projects funded at $5,000 through $15,000 appeared to provide optimum results.
5. Elements that contribute to the success of a project depend on staff commitment, e.g. availability of staff time, teachers' attidudes, administrators' attidudes, and continuity of key project personnel.
6. More projects directly addressing the resolution of needs of the handicapped and disadvantaged student would have been designated as "promising" if better documentation had been available.
7. More sex equity innovations would have been designated "promising" if better documentation were available to substantiate efforts at reducing sex bias and sex role stereotyping.

D. BUDGET RECAPITULATION

TITLE OF PROJECT UPDATING PROMISING PRACTICES IN OREGON CAREER AND VOCATIONAL EDUCATION

	TOTAL COSTS	LOCAL COSTS	FEDERAL COSTS
A. 1000 Instruction			
100 Salaries.....			
200 Employee Benefits.....			
300 Travel.....			
Other Purchased Services.....			
400 Supplies.....			
Instruction Subtotal			
B. 2210 Improvement of Instructional Services			
100 Salaries.....			14,026
200 Employee.....			2,703
300 Travel.....			1,000
Other Purchased Services.....			2,794
400 Supplies.....			
Improvement of Instructional Services Subtotal			
C. 2220 Educational Media Services			
100 Salaries.....			
200 Employee Benefits.....			
300 Purchased Services.....			
400 Supplies.....			
Educational Media Services Subtotal			
D. 2500/2600 Support Services Business/ Central			
Indirect Cost @ 8 %.....			1,642
Support Services Business/ Central Subtotal			
E. Other (include explanation).....			
Other Subtotal			
Column Total			22,165

E. RECOMMENDATIONS

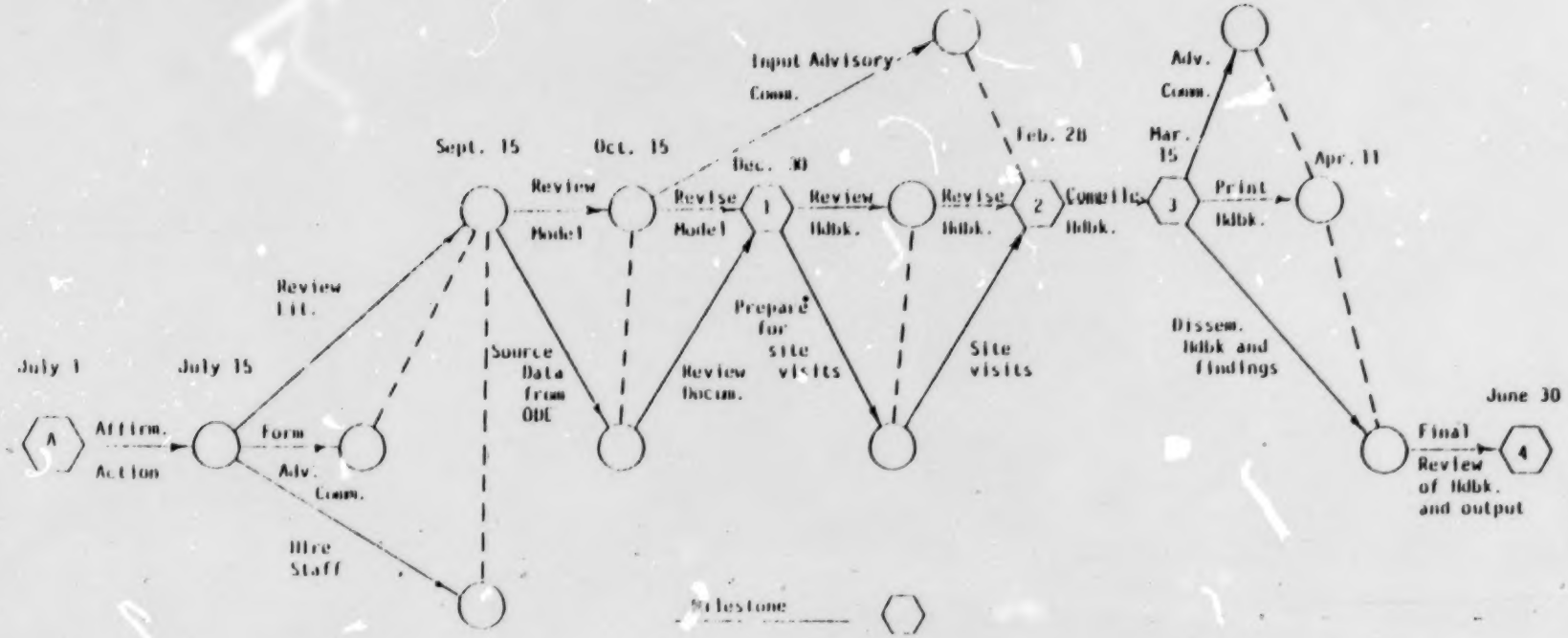
Based upon the findings of the review project, the following recommendations are offered:

1. Incorporate third-party evaluation as early as possible and as an integral part of a project's planning stage. Emphasize benefits to the student.
2. Provide technical assistance to potential grantees on product and process evaluations and on the importance of securing valid evidence on student and/or staff performance.
3. Provide technical assistance to grantees in the following areas: using third-party evaluators, conducting self assessments, and planning and managing programmatic efforts.
4. Encourage contractors to provide better documentation on projects addressing the needs of handicapped and disadvantaged students.
5. Encourage contractors to provide better documentation of their efforts to reduce sex bias and sex role stereotyping.
6. Make greater use of the regional coordinator network when trying to identify innovations resulting from unsponsored efforts.
7. Conduct a review of projects every third year and update the handbook accordingly.

APPENDICES

APPENDIX A

PERT - PROJECT EVENTS AND ACTIVITIES



A - Notification of contract award

1 - Model reviewed and revised

2 - Handbook reviewed/sites visited

3 - Handbook updated

4 - Copies of output and camera-ready copy

APPENDIX B

REVISED
REVIEW PROCESS

Step

1. Identify projects and/or programs to be reviewed.

2. Gather all pertinent documentation on each project/program

   2.1 Proposals
   2.2 Interim, final reports
   2.3 Final products
   2.4 Other

3. Review all documentation on each project.

4. Record pertinent information for each project on a separate innovation information form.

5. Arrange for a site visitation to interview project personnel and/or observe the innovation in action.

6. Conduct an on-site interview/observation. Complete the innovation information form.

7. Summarize the information gleaned from the on-site visitation.

8. Subject the information on each project to the innovation selection criteria.

9. Subject practices categorized as "with reservation" to an advisory committee.

10. Write-up each innovative practice deemed a promising practice according to the prescribed format.

REVISED
INNOVATION REVIEW SHEET

INSTITUTION/AGENCY_____

PROJECT NAME_____

INNOVATION NAME_____

1. Describe the innovation in a few keywords.

   1.1 Which career development areas does it address?

   1.2 What functions does it address?

   1.3 Which special populations does it address?

2. Describe the ultimate population.

   2.2.1 Which students specifically can benefit from the innovation? Do they include handicapped, disadvantaged, and limited-English proficiency learners?

   2.2.2 What other students can benefit from this innovation?

3. Who are the current users?

   3.1 In how many districts or colleges in Oregon is the innovation implemented?

   3.2 Who are they?

4. Does the innovation appear in a commercial publication?

   4.1 Is the primary document used in the innovation published commercially? If yes, by whom?

   4.2 Is the primary document used as prescribed by the publisher? If no, what is the difference?

5. Describe the claims and evidence of performance.

   5.1 Is there evidence that the innovation is effective? If so, by what means?

   ____Student outcomes
   ____Instrumental population outcome
   ____Third-party evaluation

5.2 What desired outcomes are specified for the innovation (claims)?

5.3 What evidence is there to show that claims have been met?

5.3.1 Describe the type and number of subjects

5.3.2 Describe the findings (If not all claims can be substantiated, describe how different affects the product.)

6. How are the findings verified?

6.1 Describe the data.

6.1.1 Describe the research or evaluation design.

6.1.2 Describe the types of information and validity and reliability of instrumentation.

6.1.3 Describe how methodology was verified. If third-party evaluation, see 9.2 and 10.

6.2 Describe the third party evaluation.

6.2.1 What were the credentials of third party evaluator?

6.2.2 What evidence was considered?

6.2.3 What were the means for acquiring evidence?

7. What were the findings of a third party evaluation?

8. How adaptable is the innovation?

8.1 Can the innovation be adapted to function in other locations (e.g. schools, classrooms, etc.)?

8.2 How can the innovation be modified?

9. What are the effects of modification?

   9.1 Will modifications to the innovation alter its effectiveness? If so, how?

   9.2 What evidence is there to support the adaptableness of the innovation?

10. Is the product available?

   10.1 Is there a product?

   10.2 Is the product complete?

   10.3 Is the product available for distribution? If yes, how can it be acquired, including cost?

11. Describe the management plan.

   11.1 Are written instructions on the use of the product available?

   11.2 If management plan is separate from product, is it available for distribution and how?

12. Is there someone available to discuss the product and, if so, who and how?

13. Can the potential user see a demonstration on the use of the product? If so, where and how?

14. What were the major problems encountered in implementing the innovation?

15. What are the major problems encountered in using the innovation?

16. What is the key element to the successful use of this innovation?

17. Is the innovation free of sex and racial/ethnic stereotypes and bias? Is the innovation free of discriminatory practices? ____Yes ___Partially ___No

INNOVATION SELECTION CRITERIA

PROJECT NAME: _____

PROMISING PRACTICE: _____

A. The innovation addresses a significant problem.

A.1	One or more career development levels is/are addressed. (Item 1.1)	___Yes ___No
A.2	One or more functions (priorities) is/are addressed. (1.2)	___Yes ___No
A.3	The number of potential adopters is large. (3,4)	___Yes ___No

B. The innovation is effective. ___Yes ___No ___Possible ___No evidence

B.1 Primary evidence: students achieved objectives. (5,6,7) ___Yes ___No ___No evidence

B.2 Secondary evidence:

B.2.1 Instrumental population achieved objectives. (5,6,7) ___Yes ___No ___No evidence

B.2.2 Instrumental population prepared to use innovation. (5,6,7) ___Yes ___No ___No evidence

B.2.3 Other evidence of effectiveness: (7)

C. The innovation is transportable. ___Yes ___No ___With reservation

C.1	Innovation is adaptable without affecting outcomes. (8,9)	___Yes ___No
C.2	Innovation can be communicated.	___Yes ___No ___Part
C.2.1	Documents contain descriptions of operations, resource requirements, and management of innovation. (10,11,14,15,16)	___Yes ___No
C.2.2	Person(s) available to provide descriptions of operations, resource requirements, and management of innovation. (12,14,15,16)	___Yes ___No
C.2.3	Demonstration of operation of innovation is available (13,14,15,16)	___Yes ___No ___Not Applicable

D. The innovation should be reported in the Handbook. ___Yes ___No ___With reservation

E. The innovation is free of sex or racial/ethnic bias and stereotypes and does not discriminate. (17) ___Yes ___Partial ___No

DECISION ON INCLUDING INNOVATION IN HANDBOOK

IF A	AND	B	AND	C	THEN	D IS
YES		YES		YES		YES
YES		YES		WITH RESERVATION		YES
YES		PARTIAL		YES		YES
YES		PARTIAL		WITH RESERVATION		WITH RESERVATION
YES		POSSIBLY		YES		WITH RESERVATION
YES		POSSIBLY		WITH RESERVATION		WITH RESERVATION
YES		NO EVIDENCE		--		NO
YES		NO EVIDENCE		--		NO
NO		--		--		NO
--		NO		--		NO
--		--		NO		NO

E. Any innovation that nurtures sex or racial/ethnic bias or stereotypes or is discriminatory will be automatically be excluded from the handbook.

School of Education
Office of the Dean

Oregon State University

Corvallis, Oregon 97331

SAMPLE LETTER

Dear _____

Our review of your project titled _____

_____ _____has been completed. We are pleased to advise you that a promising practice was found. A description of that promising practice is enclosed for your consideration. Please review it and correct any errors that may have been made in the write-up. Please sign the enclosed approval form and return it to me at your earliest convenience.

We look forward to publishing your promising practice in the 1981 handbook.

Thank you,

Larry J. Kenneke
Project Director
Review of Vocational Research
and Exemplary Projects

APPROVAL FORM

I, (we), grant permission to include the attached write-up in a handbook, Promising Practices in Oregon Career and Vocational Education.

Date: _____

_____
Authorized Agency Representative

_____
Agency

I, (we), grant permission to include the attached CORRECTED write-up in the handbook, Promising Practices in Oregon Career and Vocational Education.

Date: _____

_____
Authorized Agency Representative

_____
Agency

PROMISING PRACTICE

* topic

* users

* purpose

* products

* resources needed

* source